Name: Rachel Fischhoff Grade: 5 Date:

TITLE

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| Lesson Sources: The California Frog-Jumping Contest, Jacob and Fosnot |
| Lesson Objectives: Students will complete their work from the previous day *and* complete a poster representing their findings using the poster rubric and checklist as a guide |
| Standards: |
| Multicultural Content: |
| Materials and Advanced Preparation: worksheets from previous day, poster materials, rubric/checklists |
| Prior Knowledge and Skills Needed: strong sense of equivalence, strong skills in representing and presenting thinking |
| Key/New Vocabulary: ??? |

Lesson Procedure: Part One

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| **Time** | **Teacher Actions** | **Student Learning Activities** | **Form of Assessment** |
| 1 min | **1. Connection**   * Mathematicians, yesterday you worked to find which of the three competing frogs had the biggest jump using x, y, z strategies. * Today, you will complete this work and prepare a poster to share your thinking with the class. | Explain purpose of mini-lesson |  |
| 10 min max | **2. The Teaching (The Giving of Information):**   * You have been doing amazing work using posters to present your thinking in three ways—numerically, visually, and in words. * Today, we are going to raise the level of this work and think about the strategies mathematicians use to prepare strong posters that communicate their ideas effectively. * Each partnership will be given this rubric (show under doc cam—go over the sections and talk about the 4 levels) * When you and your partner have completed your poster, use this rubric to self-assess your work. Later, I’ll use the same rubric. * This is very important—on the back is a checklist. Using these steps will ensure you are doing your very best work. * Show example of EXEMPLAR poster from previous day—talk about how we can see the rubric elements in this poster. | * Look at example * Ask questions | * Have students repeat back expectations for different sections |
|  | **3. Have-A-Go (optional)**   * To prepare for today, let’s think about the first item on this rubric—understanding the problem. * T&T: Turn and talk to a neighbor about the the frog jumping problem. What is this problem asking you to do? Have you remembered all parts of the problem? | * Partner talk | * Listen in to partner talk * Some share outs |
| **Anticipated Responses/Outcomes:**   * Some students will need more time than others to complete the initial work of this problem * Other students may be able to jump into poster making and using the checklist. | | | |
|  | **4. The Link**   * Today you will work with your partner to complete a poster representing your best work as mathematicians who are expert communicators. | **(Workshop Time)**   * Complete poster * Referencing the rubric and chekclist | * Confer with students * Make sure the initial problem is complete before students begin work on the posters |
|  | **5. Closing (at the share)**   * This share should focus on the idea of cancellation or separations—simplifying a problem by removing equivalent parts. * Share someone’s work who used this strategy, and introduce notation for this concept | * Maybe 1-2 partnerships share for ideas * More could share for examples of poster prep | * How will you communicate to the students what they accomplished today? 🡪 this share will be more teacher-directed than some, ensure there is language *and* notation available to students for the idea of separation/cancellation |
| **Anticipated Responses/Outcomes:**   * The share should be a big a-ha moment. All students will not use a cancellation strategy to complete this work, others will simply use strategies developed in previous lessons. | | | |

**Reflections:**

How did the lesson plan work? What was effective? What did you learn? What would you change for tomorrow or the next time you will use this plan?